



SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Southfield Public Schools	Applicant's Mailing Address: 24661 Lahser Road Southfield, MI 48033
LEA Contact for the School Improvement Grant Name: Lynda Wood Position and Office: Associate Superintendent for Instruction Contact's Mailing Address: 24661 Lahser Road, Southfield, MI 48033 Telephone: 248-746-8580 Fax: 248-746-8540 Email address: woodlc@southfield.k12.mi.us	
LEA School Superintendent/Director (Printed Name): Dr. Wanda Cook-Robinson	Telephone: 248-746-4366
Signature of the LEA School Superintendent/Director: X 	Date: 8/16/10
LEA School LEA Board President (Printed Name): Darryle J. Buchanan	Telephone: 248-746-4366
Signature of the LEA Board President: X 	Date: 8/16/10
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

GRANT SUMMARY

District Name:
ISD/RESA Name:

District Code:
ISD Code:

FY 2010

School Improvement Grant – Section 1003(g) District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA intends to implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- ☐ **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- ☒ **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- ☐ **Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- ☐ **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

Note: Do not complete information about Tier III at this time.

SCHOOL NAME	NCES ID#	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Southfield Regional Academic Campus			<u>X</u>					<u>X</u>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

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LEA APPLICATION

PART I

Section B.1

- **Describe the process used to analyze the needs of each school and how the intervention was selected for each school.**

Southfield Regional Academic Campus, an alternative education school within the Southfield Public School District, provides alternative programming for students in grades ten through twelve. SRAC houses two programs designed to help students graduate on-time with their class. SRAC students benefit from an inimitable design holding academic achievement as the goal. The two programs are Transition Academy (TA) and Learners Excelling through Afternoon Programs (LEAP).

The Transition Academy assists second year high school students by strengthening academic skills and recovering loss credits. TA students are enrolled in core courses supported by additional math and language arts extensions. Technology and other elective courses are offered to every student.

The Learners Excelling through Afternoon Programs (LEAP) is a credit recovery program that provides students the opportunity to enroll in as many courses as needed to achieve graduation within the 4 academic year model. Upon completion, students participate in promotional exercises at their home school.

SRAC does not issue a high school diploma. Rather, graduating LEAP students earn a High School diploma from Southfield High School or Southfield-Lathrup - depending on the student's home school. Graduating LEAP students participate in all of their home school senior activities and, if academically eligible, participate in extracurricular activities (competitive sports, drama, band, etc.) at their home school. LEAP students enroll in NovaNet courses in order to meet the individual needs required for academic success. NovaNet is a comprehensive, online courseware system that individualizes instruction in an interactive model. The Ford Partnership for Advanced Studies (Ford PAS) is another course option for LEAP students. This inquiry and project-based program supports the building of content knowledge and skills for applications beyond high school.

SRAC students are also eligible to participate in two off campus programs. OTEC (Oakland Technical Education Center) is a vocational site devoted to exposing students to various vocational career clusters. Students who participate in this program attend SRAC for half of the day and OTEC for the other half of the day. The Dual-Enrollment Program created from a partnership with Oakland Community College-Orchard Ridge Campus is another offering for SRAC students. The Dual-Enrollment Program is open to students who have taken the MME and have a 2.0 GPA or better. Additionally, LEAP students have class schedules that are tailored to fit their course/credit needs. LEAP students willing to dedicate themselves to long school days can earn as many as thirteen (13) credits in one year – more than twice the number they are able to earn at their home school.

Southfield Public Schools requires all buildings, including SRAC, conduct an annual comprehensive needs assessment as part of the school improvement planning process to determine possible areas of need to target for school improvement. As a NCA Accredited District, the building level needs assessment includes completion of the school self assessment in addition to surveying faculty, parents/community members, and students. Additionally, building administrators and their staff analyze and triangulate achievement data

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from standardized test (MME, ACT Explore and Terra Nova) and district level common assessments (ELA, Math, Science, and Social Studies).

These instruments will be used to determine and identify the following:

- *The percentage of students reaching state standards
- *Determine the unique needs of individual students or groups of students that are achieving at a level below state standards
- *Evaluate the effectiveness of school processes and programs and make determinations based on our findings
- *Identify any groups and subgroups that demonstrate specific needs in concentrated areas (Males, Females, ELL, and Students with Disabilities)
- *Examine the perceptions of all stakeholders in the achievement our students, and modify and create programming to meet the needs of all students

In early-late June, members of SRAC's school improvement team met with district leadership to determine which school improvement reform model (i.e., Restart, Turnaround, Transformation) would most closely align with the needs identified above for staff and students. It was concluded that the reform strategies included in the Transformation Model would lead to more concise instruction, a more focused effort on the part of our staff, and a student centered learning environment that fosters flexibility, choice and acceleration in order to meet the needs of our entire student population.

- **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.**

Southfield Public Schools, one of the first NCA AdvancEd accredited School Districts in Oakland County, has instituted a systematic approach to school improvement to ensure that all building level plans and activities are implemented fully and effectively throughout the school year. District level practices and policies have been instituted in the areas of Management & Operations, Teaching & Learning, Labor & Board Relations, School Consolidation and Human Resources in order to increase our capacity to use supplemental school improvement funds to ensure implementation of transformation reform model activities at SRAC.

The district has also developed a district level transformation leadership team that will provide technical assistance, resources and supports to ensure all required transformation model reform activities are implemented :

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1. Mr. Marty Bulger, Southfield Regional Academic Campus Principal, will implement and lead all school reform efforts associated with the School Improvement Grant.
2. Lynda Wood, Associate Superintendent for Instruction, will provide administrative oversight by supervising and serving as an advisor to the Building Principal. Ms. Wood will also coordinate all district-wide technical assistance efforts and support as well as guide and assist staff through the implementation of staff development and other training initiatives.
3. Earl Dixon, Assessment Consultant, will coordinate district-wide technical assistance efforts and support, oversee the collection of student performance data and required annual performance data, as well as guide and assist staff through the implementation of staff development and other training initiatives.
4. David Rose, Supervisor of Instructional Technology, will provide on-site technical assistance to ensure teachers successfully integrate technology into daily classroom instruction.
5. Dr. Twainie Roberts, Supervisor of K-12 Academic Achievement, will oversee the implementation of secondary programming for student participants.
6. Robin Brown, Supervisor of Career & Technical Programs, will provide on-site technical assistance to ensure the successful implementation and coordination of all external partnerships that support career and technical programming.
7. Jolia Hill, Supervisor of State & Federal Programs, will work with the Building Principal to implement school improvement grant programming, monitor program budgets and expenditures to ensure appropriate use of funds, and meet all Michigan Department of Education grant deadlines and reporting requirements.

Section B.3 Describe the actions taken, or those that will be taken to:

- **Design and implement interventions consistent with the final requirements of the Transformation Model**

SRAC is committed to the continuous and ongoing improvement of our effectiveness in meeting the needs of our students. We will implement the following reform interventions in order to ensure rapid improvement in staff effectiveness and student achievement:

Develop & Increase school leadership effectiveness

❖ *Replace the principal*

Over the past two years Southfield Regional Academic Campus has taken numerous steps to develop and increase the effectiveness of the teachers and the learning environment as a whole, beginning with a major staff turnover in 2008 including the replacement of the principal. With a new staff and principal, came new focus, new ideas, new culture, new dedication and extensive training. While many changes have already been made, the staff is committed to constantly collecting data and making adjustments to provide the best learning environment for teachers and staff during the implementation of the Transformation Reform Model.

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❖ *Include student data in teacher/leader evaluation*

The current teacher evaluation process does not provide building administrators the ability to link student data/achievement to teacher performance. However, it is the desire of district leadership to add this topic to the items that will be negotiated during the 2010-11 contract negotiations. Until student data can be officially used to evaluate teacher performance, SRAC's leadership team will complete a qualitative review of student achievement as a means of aligning it to teacher instruction. This information will then be used to have open and honest conversations with teaching staff about their link to increased student achievement during monthly staff, grade level, content area and professional development meetings. The ultimate goal of this dialog will be to identify a common framework or model that defines good teaching so all staff members have an understanding and acceptance of what level of performance is expected. Once this standard has been outlined and disseminated to all staff, SRAC leadership will begin to hold teachers accountable and look for key characteristics in lesson plans, samples of student work, assessment results, and portfolios, in addition to data from direct classroom observations/walk-thru's,

❖ *Evaluations designed with teacher/principal involvement*

The current staff evaluation model does not provide an opportunity for teacher/principal involvement. It is the desire of district leadership to give staff input into the design and review of future evaluation templates and processes therefore this topic will be included and addressed during the 2010-11 contract negotiations.

❖ *Remove leaders/staff who have not increased achievement*

As previously mentioned, the current structure for teacher/principal evaluation is a negotiated item that will be included in the 2010-11 contract negotiations. The current contract for building administrators does give district leadership the ability to use student achievement as one of many measures to determine performance levels. If necessary, this evidence can be used to support removal or reassignment of building level leadership. Southfield Public Schools Executive Cabinet will begin to have preliminary conversations with PIE (Partners in Education) union leadership to discuss how teaching staff should also be held accountable for increased student achievement and student success in their roles as instructional leaders. Members of the SRAC transformation leadership team will have input during these meetings to ensure that the district-wide evaluation process, when reconfigured, aligns with SRAC transformation model required interventions and activities.

❖ *Provide on-going job-embedded staff development*

As part of the implementation of the Transformation Reform Model, SRAC staff members will become professionally developed leaders in alternative education through job embedded trainings and by sharing their knowledge and expertise to other school staffs in the area, as well as professional conferences around the subject of alternative education. Beginning in the 2010-2011 school year, all SRAC teachers will participate in the following training modules:

Understanding by Design (ASCD)

Differentiated Instruction (ASCD)

National Board Certification Training and Assessment Take One Series

College Board Springboard and Vertical Alignment

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as well as training from SRAC teacher leaders and administrators regarding what it really means to teach in an alternative education high school setting. Training modules will be embedded in the school day or teachers will be paid to participate in after-school/Saturday workshops. Newer teaching staff will be paired with a peer mentor. These mentor – mentee pairs will have their instructional day scheduled to provide for mutual time for: classroom observations, one on one time and time to really understand what it is to work in an alternative education environment with alternative education students. These mentors, along with building administrators will assess new teachers to determine what they are doing well in the classroom and what they need to work on moving forward as a means of improving their instructional practice.

❖ *Implement financial incentives, flexible working conditions, and/or opportunities for career growth*

In order to increase flexibility for staff and students, a pilot program will be implemented during the 2011 – 2012 school year allowing teachers to work flexible hours by working a later schedule (12pm to 8pm). With approval from district leadership, union officials and buy-in from staff, this type of scheduling would allow for more student focused scheduling to provide earlier or later schedules according to family needs, or more flexible dual enrollment schedules. In addition, members of the Transformation leadership team will work with district leadership and the teacher's union to make available part time opportunities where teachers would be able to work day only or evening only schedules. These placements will be made available to teachers who have demonstrated an ability not only to increase student achievement in an alternative education environment but also to implement the research gained from professional development. The implementation of flexible working conditions and financial incentives such as these will attract new staff to SRAC and retain current teachers.

During the 2010 – 2011 school year, we will begin a one-on-one mentoring program. Students will be paired with a mentor upon entering SRAC and will continue with that mentor throughout their time at SRAC for students, teachers who participate in the program will be paid an additional stipend.

Comprehensive instructional reform

❖ *Researching, identifying and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as with state standards*

SRAC currently implements a program structure (i.e., Transition Academy and the LEAP program) that is research-based and aligned not only with state standards but is also vertically aligned from one grade to the next. In order to continue the success of SRAC and its student body, building leadership will continue to review best practices in alternative education through professional development, alternative school site visits, recurring review and modification of instructional programming and evaluation. We will also increase the availability of flexible student and staff scheduling as well as student participation in the OTECH, Dual Enrollment and Saturday College Readiness workshops. These programs combined with best practices in differentiated instruction and Understanding by Design will help teachers understand what instructional methods work best with alternative students and continue to nurture those strengths while still building up areas of weaknesses.

Beginning in the 2010-2011 school year, a Academic Support Facilitator will be hired to develop individual learning plans for all students upon entry to SRAC. In addition, the following research-based programs will also be implemented:

- Read 180- a research based reading intervention program to directly address deficiencies in student reading levels.

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- a one-on-one literacy arts residency program- a professional writer in classrooms to conduct weekly creative writing workshops that engage students' imaginations and introduce them to the pleasure and power of writing. The residencies consist of 13 weekly sessions, over a semester allowing writers to become an integral part of students' experiences. These semester-long in-school residencies bring students together with practicing writers who serve as models of the creative life and help students to take themselves seriously as writers. At the end of the year, the students will have the opportunity to have their work published in an anthology of student work.
- Reaching Higher- a nine-week leadership program designed to decrease delinquency, dropout rates and increase school attendance, academic achievement and social competence.

❖ *Promote continuous use of student data to inform instruction and meet individual needs of students*

During the 2010-11 school year, a school improvement consultant will be hired to ensure that SRAC staff are constantly and consistently promoting ongoing use of data to inform instruction and meet individual student needs. The School Improvement Consultant will also work at the building level to ensuring that all reform interventions and activities align with the objectives and goals of the school improvement plan and transformation reform model required activities. This position will also act as a liaison between the district level transformation leadership team and the school to implement, observe and evaluate programming. The consultant will also be responsible for overseeing selected professional development initiatives and obtaining supplemental materials needed for instruction and all other instructional and assessment needs as determined by the scope of the grant.

Increased Learning Time and Creating Community Oriented Schools

❖ *Provide increased learning time*

The Learners Excelling through Afternoon Programs (LEAP) model allows students to enroll in up to thirteen (13) courses each semester. For that reason as well as because of our Dual Enrollment and OTECH, classes are offered from 7:20am through 7:05pm. In addition, as a way to improve student achievement, SRAC has block scheduling. Students have four ninety (90) minutes per day instead of the traditional seven fifty (50) minute classes. In order to strengthen the academic skills of our Transition Academy students, they are enrolled in double blocks of English Language Arts and Math, which are a math class and a math support class and an English class with an English support class. SRAC student also have the opportunity to participate in a Saturday College Readiness Program with ACT Prep. These increased learning opportunities will continue as we also implement a year round learning program for all students in the fall of 2011.

❖ *Provide ongoing mechanisms for family and community engagement*

All parents/guardians are required to attend SRAC's beginning of the year orientation. The orientation provides the opportunity for open communication regarding school policies, practices and regulations. Each year, SRAC hosts a curriculum night. Parents/guardians have the opportunity to visit their child's teachers to receive curriculum information. Additionally, teachers provide each family with a course syllabus. SRAC holds PTSA meetings with parents and students on a monthly basis. The district uses Honeywell Alert System, which is frequently used to call parents with automatic messages reminding them of PTSA meetings, Parent-Teacher Conferences and other activities.

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- **Select external providers from the state's list of preferred providers**

Selection and contracting of service providers will be the responsibility of the transformation leadership team in keeping with district contracting policies, Michigan Department of Ed grant guidelines, and with federal, state and local procurement policies and guidelines and any other applicable restrictions required by the school improvement funding sources. The team will use an state approved external provider checklist provided by the Middle Cities Education Association as an advisory tool to verify the service provider prices; service quality and delivery; maintenance of skills and services; adherence to specifications; past performance to Middle Cities Education Association and its member districts and similar districts; reliability; guarantees of service and outcomes; service provider environmental and social responsibility; service provider school-to-work programs (including internships, apprentices and cooperative training programs), service provider community responsibility; responsible contracting compliance, increasing the diversity of the service provider pool (as permitted by law) and increasing the percentage of contracts with local companies. This information plus onsite and phone interviews with service providers will assist the team with identifying school improvement vendors to be approved for service contracts by the Superintendent and her cabinet members. Once vendors have been approved by cabinet, the final list of school improvement service providers will be taken to the Board of Education for final approval and contracts implemented. The following entities are currently under review by the transformation leadership team as potential service providers for SRAC:

ASCD, College Board, National Board for Professional Teaching Standards, and Scholastic,

- **Align other resources with the chosen interventions**

Southfield Public Schools will coordinate and integrate all Federal, State and local funds such as Title I- Part A, Title I ARRA, Title II- Part A, Title II-Part D, Title IID ARRA, Title III, Title IV- Safe and Drug-free Schools, and IDEA as well as district general funds to facilitate the implementation of Transformation Reform Model interventions at SRAC. Many, if not all, of these funding sources will be used to support the implementation of the efforts as depicted below:

Transformation Model Interventions	Funding Sources
1. Replace the Principal (not a required component)	General Fund
2. Include student data in teacher/leader evaluation	General Fund
3. Evaluations designed with teacher/principal involvement	Title II Part A, General Fund
4. Remove leaders/staff who have not increased achievement	General Fund, Title II A

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5. Provide on-going job embedded staff development	Title II A, Title II- Part D, Title II – Part D ARRA, General Fund
6. Implement financial incentives or career growth or flexible work conditions	Title II A, General Funds, PTA Funds
7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.	Title II A, General Fund
8. Promote continuous use of student data to inform instruction and meet individual needs of students.	Title IIA, General Fund
9. Provide increased learning time	General Funds
10. Provide ongoing mechanisms for family and community engagement	Title IIA, General Fund
11. Provide operational flexibility (staffing, calendars/ time/ budgeting) to implement comprehensive approach to substantially increase student achievement	General Funds
12. Ensure that school receives ongoing, intensive TA and related support from LEA, SEA, or designated external leader partner or organization.	Title II A, Title II- Part D, Title II – Part D ARRA, General Fund

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- **Modify its practices and policies, if necessary, to enable its schools to implement the interventions fully and effectively**

Southfield Public Schools has used the following template to determine what, if any, policies and procedures need to be modified in order to implement the interventions of the transformation model fully and effectively.

Policies/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition	"The A-Team" is a group of administrators , department chairs, counselors program leaders and social workers that meets for sixty (60) minutes every week to discuss curriculum, instruction, behavioral issues and develop solutions		
• Principal Authority / responsibility			
• Duties – teacher			
• Duties – principal			
• Tenure	Tenure is available to teachers		
• Flexibility regarding professional development activities	Monthly and district days are offered	Embed required professional development within work schedule.	
• Flexibility regarding our school schedule (day and year)	Through the LEAP program, classes are offered from 7:20am – 7:05pm. This gives staff the opportunity to earn more income and students to opportunity to earn credits at an accelerated pace. Pilot program is in place to test flexible hours for staff.	Year round programming is under consideration as well as student focused scheduling (i.e. late start)	
• Waivers from district policies to try new approaches	The Principal and the School Improvement Team have the ability to request waivers from District policy to be approved by the school board.	Student focused scheduling with flexible work/part-time hours for staff to be considered by the board and	

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		teachers unions.	
<ul style="list-style-type: none"> Flexibility regarding staffing decisions 	The principal has complete autonomy on staffing for the LEAP program. The district takes into consideration the specific staffing needs when placing staff at SRAC	Staff will be required to take certain PD related to subject area and Alternative Education. Removal of staff who have not increased achievement	
<ul style="list-style-type: none"> Flexibility on school funding 			

Job-Embedded Professional Development	In Place	Under Consideration	Not Needed
<ul style="list-style-type: none"> Topic Requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content 	All teachers receive a minimum thirty-five (35) hours of professional development offered by the district every year.	All new staff members must participate in orientation specifically related to Alternative Education. In addition, all staff will be required to become members of the National Alternative Education Association (NAEA)	
<ul style="list-style-type: none"> Schedule Length 	Block scheduling allows for a common ninety (90) minute planning period within a subject area	Mentors and Mentee schedules will be planned to provide for joint sessions, classroom observation and one-on-one time.	
<ul style="list-style-type: none"> Financing 	District covers expenses for teachers to attend professional development conferences.	District will provide money for both subject matter PD as well as PD related to teaching in Alternative Education	
<ul style="list-style-type: none"> Instructors 	The principal has brought in nationally known speakers on curriculum and		

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	instruction, and has planned for book studies in order to support and enhance the development of SRAC as a learning community. SRAC staff have the opportunity to share their expertise with SRAC and district staff during building level and district wide PD sessions		
<ul style="list-style-type: none"> Evaluation 	<p>Administrators have been trained in and conduct 3 minute walk throughs to ensure proper delivery of content and implementation of PD.</p> <p>Teachers are evaluated regularly by principal using a 3 x 3 method (3 things you are doing well, 3 things you can improve on). Review of our common assessment data occurs regularly at department meetings.</p>	<p>Building principal will conduct a regular review of lesson plans to ensure that all elements of instructional methods are incorporated.</p> <p>Development of evaluations that include a link to student performance/achievement</p>	
<ul style="list-style-type: none"> Mentoring 	<p>New Teachers training series is offered to all district employees. New teachers to SRAC are paired with a veteran mentor.</p>	<p>Both teachers' schedules will be adjusted to allow for both teachers to observe each others classroom teaching as well as time for co-teaching opportunities.</p>	
Budgeting			
<p>School Funding allocations to major spending categories</p> <ul style="list-style-type: none"> School staff input on allocation 	<p>Staff has some input into budget and dollars are spent according to needs first, wants second and wish list third.</p>		

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<ul style="list-style-type: none"> • Approval of allocation • Change of allocation <p>Major contracts for goods and services</p> <ul style="list-style-type: none"> • Approval process streamlined • Restrictions (e.g., amounts, vendors) • Legal clarifications • Process • Stipulations (e.g., targeted vs. unrestricted spending) • Timeline • Points of contact • Auditing of School financial practices • Process • Consequences 	<p>The supervisor of state and federal programs for Southfield Public Schools will oversee all budgetary and fiscal requirements of the School Improvement Grant. The supervisor will provide direct support to the SIG instructional team to ensure the original budget and all future budget amendments are submitted and approved by Michigan Department of Education. In addition, all expenses and contracts associated with the SIG will be approved to ensure direct correlation with instructional activities and federal/state guidelines. The district's financial internal auditor and state/federal supervisor will also work together to meet all budgetary timelines and ensure that the funding source is included in the districts annual audit process.</p>		
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• **Sustain the reforms after the funding ends**

The district's Superintendent and all members of the Executive Cabinet are committed to identifying resources and soliciting community support to sustain school improvement interventions associated with SRAC's transformation reform model beyond the grant period. This commitment will be lead by the district's Transformation Leadership Team which will coordinate: Redirecting the use of current grant funding such as Title II, Part A and/or Title II, Part D; hiring a Grant Development Specialist through school improvement grant funds to pursue new federal/state grant opportunities and local foundation awards; and continuing to allocate the district's human and financial resources and in-kind support from other potential private partners.

The district will also solicit key stakeholders including students, parents, staff, partners and others to form a school reform advisory board to ensure that the transformation model interventions become embedded in the culture of the SRAC and are sustained beyond the grant period. The advisory group will meet quarterly to evaluate the purpose, planning, implementation and progress of the program. The group will capture participants' and stakeholders' voices and head off potential problems. The group will celebrate program

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successes and engage a broader group in discussions about program effects, commitment and sustainability.

Section B.4 Include a timeline delineating the steps to be taken to implement the selected intervention

During the first year of the school improvement grant, the following actions will be taken to support implementation of the transformation reform model:

September 2010

- All staff will be required to become members of the National Alternative Education Association (NAEA) [www.the-naea.org]
- All staff members will be required to join the Association for Supervision and Curriculum Development (ASCD)
- Begin Monitoring and Peer Coaching
- Develop Individual learning plans for all students upon entry
- Implement the "Read 180" reading intervention program
- Implement the Literary Arts Residency Project
- All incoming students will begin to work towards a Senior Capstone Project
- Intensify enforcement around support staff in areas of student achievement and possible removal for lack of improvement
- Create and hire School Improvement Support Consultant
- Create and hire Academic Support Facilitator
- Create and hire Grant Development & Evaluation Specialist
- Implement one-on-one staff mentoring program
- Implement differentiated instruction and UbD professional development training series
- Implement national board professional development
- Implement Spring Board and vertical articulation professional development
- Implement National Board for professional teaching standards/Take One certification training
- Begin Reaching Higher Initiative
- Begin planning for year round academic programming, flexible work and student scheduling implementation

January 2011

- Implement Saturday Enrichment and support program
- Continue to review student assessment data and monitor all of the new implementations
- Implementation of year round academic programming, flexible staff and student scheduling implementation

June 2011

- Begin pilot program for year round academic programming

August 2012

- Fully implement year round academic programming
- Fully implement flexible working and student schedule

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Section B.5 Describe the annual goals for student achievement on the State's assessments in both reading /language arts & mathematics that it has established in order to monitor Tier I & Tier II schools that receive school improvement funds.

English Language Arts Annual Goal Statement

All Students will demonstrate an improved ability to write in all curricular areas in order to improve ACT/MME ELA scores by 5% a year to reach the state proficiency target by 2011.

Mathematics Annual Goal Statement

All students will demonstrate an improved ability to solve equations in order to improve proficiency scores on the ACT/MME by 5% a year to reach the state proficiency target by 2011.

Section B.8 As appropriate, the LEA must consult with relevant stakeholders (students, parents, community leaders etc) regarding the LEA's application and implementation of school improvement models in its Tier I & Tier II schools.

The building principal used existing meetings to communicate with and get input from students, parents and other stakeholders regarding the School Improvement Grant application and implementation. SRAC leadership made phone calls to a small cohort of parents notifying them of the grant and the discussion to occur at the upcoming PTSA meeting and at the Saturday parent workshops. The grant application was also brought up as an item of discussion at the Southfield Public Schools Board of Education meeting. At the beginning of the school year, SRAC's principal, Mr. Marty Bulger, will discuss the upcoming changes and the grant application in his annual beginning of the school year presentation for parents and students.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (No response needed at this time.)

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

District Name:	Southfield Public Schools
District Code:	63060

Instructions:

Please enter the requested information. Enter dollar amounts that each building is requesting for the three years of the SIG. Enter the district total for the 3 years. Add more rows as necessary. Schools may request from \$50,000 up to \$2,000,000 per building per year. MDE will prioritize funding.

ARRA School Improvement Grant (SIG) 2010 Budget Detail

For Southfield Public School District

220 - Support Services -- Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	ASCD Approved Consultant to administer differentiated instruction professional development @ \$1500/day x 2 days/month x 10 months				\$45,000				\$45,000
221 - Improvement of Instruction	College Board Springboard training for 30 teachers @ \$1000/teacher				\$30,000				\$30,000
221 - Improvement of Instruction	Differentiated Instruction, Springboard, National Board Take One and Vertical Alignment professional development teacher resources @ \$2500 per teacher x 30 teachers					\$75,000			\$75,000
221 - Improvement of Instruction	National Board Certification Training & Assessment Take One Series for 30 teachers @ \$370/teacher				\$11,100				\$11,100
221 - Improvement of Instruction	Substitute Teacher Pay (private contractor) to support differentiated instruction professional development for teachers @ \$12.67/hour x 7.5 hours/day x 2 days/month x 10 months x 30 teachers				\$70,807				\$70,807
221 - Improvement of Instruction	Summer Differentiated Instruction (DI) ASCD conference attendance for 30 teachers to building staff capacity @ \$800/registration + \$300/lodging + \$500/airfare				\$48,000				\$48,000
221 - Improvement of Instruction	Teacher Extra Pay (30 Teachers) @ \$29.45/hour x 7.5 hours/day x 5 days for teachers to participate College Board Springboard training	1125h	\$33,131	\$8,014					\$41,145
	Sub-Total	1125h	\$33,131	\$8,014	\$204,907	\$75,000			\$321,052

280 - Central Support Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
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ARRA School Improvement Grant (SIG) 2010 Budget Detail (cont'd)

For Southfield Public School District

281 - Planning, Research, Development, and Evaluation	Grant Development & Evaluation resources and materials					\$2,500	\$2,500
281 - Planning, Research, Development, and Evaluation	Grant Development & Evaluation Specialist	1	\$40,000	\$24,676			\$64,676
	Sub-Total	1	\$40,000	\$24,676		\$2,500	\$67,176
	Sub Total	1/1/125h	\$73,131	\$32,680	\$204,907	\$77,500	\$388,228
	Indirect Cost (Max Allowed: 6.47%)						\$52,080
	Grand Total						\$440,228
	Allocation						\$0

ARRA School Improvement Grant (SIG) 2010 Budget Detail

For Southfield Regional Academic Campus

110 - Basic Programs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
113 - Basic Programs - High School	Literacy Arts Residency program @ \$100/day x 50 residency days				\$5,000				\$5,000
113 - Basic Programs - High School	Reading Higher Initiative @ \$100 per student x 465 students				\$4,650				\$4,650
113 - Basic Programs - High School	Read 180 (reading intervention program) Site License for year 1				\$60,000				\$60,000
113 - Basic Programs - High School	Student materials for Read 180 Intervention Program @ \$50/student x 465 students					\$23,250			\$23,250
	Sub-Total				\$69,650	\$23,250			\$92,900

210 - Support Services - Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services - Pupil - Guidance Services	1.0 FTE Academic Support Facilitator	1	\$81,574	\$34,733					\$116,307
212 - Support Services - Pupil - Guidance Services	Academic/Guidance student resources to support Academic Support Facilitator student programming @ \$50/student x 500					\$25,000			\$25,000
	Sub-Total	1	\$81,574	\$34,733		\$25,000			\$141,307

220 - Support Services - Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	School Improvement Consultant @ \$500/day x 227 calendar days per year				\$113,500				\$113,500

ARRA School Improvement Grant (SIG) 2010 Budget Detail (cont'd) For Southfield Regional Academic Campus

221 - Improvement of Instruction	School Improvement resources, support materials, memberships for staff during monthly meetings and individual teacher planning meetings @ \$500/teacher x 30 teachers					\$15,000	\$15,000
221 - Improvement of Instruction	Substitute Teacher Pay to support individual monthly teacher planning meetings with the School Improvement Consultant@ \$12.57/hour x 7.5 hours/day x 1 day/month x 10 months x 30 teachers	2250h	\$28,508	\$6,896			\$35,404
221 - Improvement of Instruction	Teacher Extra Pay to support staff participation in monthly School Improvement Planning Meetings facilitated by School Improvement Consultant @ \$29.45/hour x 2 hours/meeting x 1 meeting/month x 10 months x 30 teachers	600h	\$17,670	\$4,274			\$21,944
Sub-Total		2850h	\$46,178	\$11,170	\$113,500	\$15,000	\$185,848
Sub Total		1/2850h	\$127,752	\$45,903	\$183,150	\$63,250	\$420,055
Indirect Cost (Max Allowed: 7.76%)							\$0
Grand Total							\$420,055
Allocation							\$0

ASSURANCES AND CERTIFICATIONS STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – 11, "Disclosure Form to Report Lobbying", in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APPROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: "1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources."

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers:
"These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity."

or be subjected to discrimination by such entity," in accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92' of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL



Date

8/16/10

SIGNATURE OF LEA BOARD PRESIDENT



Date

8/16/10

**Southfield Regional Academic Campus
2010 School Improvement Grant Application**

Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	65880
Student Data	
Dropout rate	13.33%
Student attendance rate	85%
For high schools: Number and percentage of students completing advanced coursework for each category below:	
Advanced Placement	0
International Baccalaureate	0
Early College/college credit	0
Dual enrollment	42
Number and percentage enrolled in college from most recent graduating class	167, 88%
Student Connection / School Climate	
Number of disciplinary incidents	1455
Number of students involved in disciplinary incidents	243
Number of truant students	22
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	All teachers are rated satisfactory
Teacher Attendance Rate	84%

**Southfield Regional Academic Campus
2010 School Improvement Grant Application**

LEA APPLICATION REQUIREMENTS

PART II

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading/math achievement results, as measured by MME; poverty level, etc. Explain how subgroups within the school are performing and possible areas to target for improvement.

Southfield Regional Academic Campus (SRAC) is committed to the improvement and enhancement of student education and learning. This requires staff to introspectively reflect, assess, and identify potential areas of improvement that are student centered. To do so, the staff conducted a needs assessment that included surveying faculty, parents/community members, and students. In addition the staff analyzed and triangulated 2009 achievement data from standardized test (i.e. ACT/MME), district level common assessments (ELA, Math, Science, and Social Studies), and classroom/teacher constructed assessments (unit test, chapter test, quizzes, homework, and participation). A demographic breakdown of students and staff was also completed to determine any cultural needs. The staff divided into groups by subject area, conducted item analyses, and reconvened to discuss the following findings with the larger group.

Mathematics

In review of the latest MME / ACT data, we see improvement in Mathematics performance by our students. The combination of increased rigor, Algebra 2 by grade 11, and double blocks of Mathematics through our ACT Prep classes have both assisted in areas of student achievement. We must continue to have teachers, students, and administrators review data to look for opportunities that will improve student achievement. We will review ACT / MME, Common Assessments, PLAN, Explorer and other assessment data as we talk as a staff about evaluative goals, observations and expectations, and professionalism.

Science

We observed and compared operations to our comprehensive high school counterparts, and we discovered some experiential and demonstration areas that we can improve. We believe that our scores will improve on all of the high stakes assessments as we infuse more hands on science activities in all of our core science classes. Our Common Assessment scores show that we can improve over previous years, therefore we will continue to discuss achievement in observations, evaluations, while establishing goals for the year, and as an expectation for professionalism.

Composition and Literature

As with Mathematics, Composition and Literature classes have a double block with ACT / MME Prep courses. We will continue to fine tune our processes for evaluation, observation, and professionalism by folding improvement in student achievement into the spot light. ACT / MME, PLAN, Common Assessments, and Explorer data will become a part of the regular conversations, both formal and informal, in all of our activities. Our scores are improving, however, we continue to seek AYP.

Social Studies

Our students are exposed to learning the same Social Studies courses as the comprehensive high schools. As we continue to seek AYP, we supplement instruction with real world experience and application. We are coupling student achievement with the evaluations. Our students benefit in the E/LA

**Southfield Regional Academic Campus
2010 School Improvement Grant Application**

double block ACT / MME classes as we offer them on-line support in all of the academic areas. All of our staff members will be trained in the use of supplementary academic support.

During a staff meeting in late May, we divided into groups by subject area to review and revise previous year academic goals. Each core content area was responsible for identifying best practices within their content area. Utilizing research we developed reform strategies and listed them within our school improvement action plan. After the groups met individually the collective staff reconvened and discussed the effectiveness and how best to implement these strategies.

The following school data profile information and assessment data was also used to support the selection of the transformation model as the vehicle for school reform at Southfield Regional Academic Campus (SRAC).

Sub Group Academic Data Analysis

Grade: Eleven

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)									
Economically Disadvantaged YES	31%	16%	9%	8%	0%	0%	15%	12%	0%
Economically Disadvantaged NO	28%	24%	25%	3%	12%	4%	7%	16%	14%
Race/Ethnicity									
American Indian /Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black, Not of Hispanic Origin	30%	20%	19%	5%	8%	3%	10%	11%	8%
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White, Not of Hispanic Origin	<10	<10	<10	<10	<10	<10	<10	<10	<10
Mutiracial	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	<10	<10	<10	<10	<10	<10	<10	<10
Limited English Proficient	<10	n/a	<10	<10	n/a	<10	<10	n/a	<10
Homeless	n/a	n/a	<10	n/a	n/a	<10	<10	n/a	<10
Neglected & Delinquent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	n/a	n/a	<10	n/a	n/a	<10	<10	n/a	<10
Gender									
Male	31%	16%	19%	3%	8%	3%	4%	11%	8%

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Female	25%	30%	17%	6%	6%	2%	19%	12%	2%
Aggregate Scores									
State									

Sub Group Non-Academic Analysis Year: 2009 -10

Group	# of Students	# of Absences		# of Suspensions		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In	Out			In	Out
SES									
Economically Disadvantaged YES	254								
Economically Disadvantaged NO									
Race/Ethnicity									
African American	446								
Asian	1								
Caucasian	2								
Hispanic	2								
Native American	1								
Multi-Ethnic	2								
Disabilities	46	9	8						
LEP	4								
Homeless	6								
Migrant	0								
Gender									
Male	284								
Female	170								
Totals	454								

**Southfield Regional Academic Campus
2010 School Improvement Grant Application**

Year: 2009 -10

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Economically Disadvantaged YES	254					
Economically Disadvantaged NO						
Race/Ethnicity						
African American	446					
Asian	1					
Caucasian	2					
Hispanic	2					
Native American	1					
Multi-Ethnic	2					
Disabilities	46					
LEP	4					
Homeless	6	0	0	0	0	0
Migrant	0					
Gender						
Male	284					
Female	170					
Totals	454					

Enrollment and Graduation Data – All Students

Year: 2009 – 10

**Southfield Regional Academic Campus
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Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
10	183	0	0	0	0	0	183
11	88	0	0	0	0	0	88
12	197	0	0	12	3	3	188

Number of Students enrolled Extended Learning Opportunities

Year: 2009 – 10

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE / Vocational Classes	Number of Students who have approved / reviewed EDP on file
10	0	0	0	25	
11	0	0	17	17	
12	0	0	25	82	

Identify the resources provided to the school to support the implementation of the selected model.

The following human and financial resources will be used to support the implementation of the Transformation Model at SRAC:

- Human Resources- the district will create a Transformation Leadership Team to assist and support the building principals throughout all levels of Transformation reform model implementation.
- Financial Resources- the district will use federal, state and local funds such as Title II- Part A, Title II- Part D, Title IID ARRA, Title IV- Safe and Drug-free Schools, and IDEA as well as district general funds to facilitate the implementation of the Transformation Reform Model at SRAC.

**Southfield Regional Academic Campus
2010 School Improvement Grant Application**

SECTION II: COMMITMENT

Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school. Explain the school's ability to support systemic change required by the model selected.

The staff of Southfield Regional Academic Campus wholeheartedly supports the school improvement application and believes that implementation of transformation model interventions will assist their efforts in educating the whole child as well as promoting a positive work and learning environment throughout the building. Evidence of this support is best illustrated through their professionalism and commitment to participate in monthly staff meetings, professional learning activities, and school improvement planning efforts associated with the identification and development of this intervention model. SRAC staff, parents, students and administrators understand the need for change and have pledged their support in order to produce long term results for student success. District leadership has also pledged its support to provide the necessary funding, flexibility and oversight for the leaders and stakeholders at SRAC to make essential changes at the staffing and policy level, if necessary.

Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Southfield Regional Academic Campus uses Understanding by Design (UbD) as a curriculum framework for improving student achievement. This framework helps teachers clarify learning goals, devise assessments of student understanding and craft effective and engaging learning activities. Teachers understand that student and school performance gains are achieved through regular reviews of data and student work followed by targeted adjustments to curriculum and instruction. This method allows teachers and staff to seek feedback from students, peers and administrators and make necessary adjustments. In addition to UbD, SRAC differentiates instruction which draws on Gardner's theory of multiple intelligences to offer individual focused education with curriculum specifically tailored to each student's intelligence preferences and learning profile.

Tiered instruction is an area of great importance to the SRAC staff particularly given the student population we serve. Moving students from the more facts-based orientation to application and beyond, on the higher order thinking skills hierarchy, is an ongoing and ardent quest for staff. Professional development, observation protocol, collegial dialogue and planning, conversations with students and parents about what motivates students, what is important and what is useful all serve to move us forward in this area.

Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration

Over the past two years, two initiatives have been implemented to promote collaboration between staff. The first of these is "The A-Team". This group of administrators, department chairs, counselors, program leaders and the school social worker has a standing sixty (60) minute weekly mandatory meeting to create, discuss and decide many of the curricular, operations and management processes related to students and staff. Not only do these meetings allow for the crucial, candid and critical dialogue necessary to provide understanding between staff and administration, but the collaboration that goes into the decision making process leads to larger buy-in from staff in terms of policy and curriculum changes. The second initiative is the Town Hall Meetings. These monthly ninety (90) minute meetings allow administrators and counselors to share information on grades, attendance, appropriate behavior and goals. These meetings allow for staff to collaborate on problems, solutions, and successes. In addition, Mathematics and English teachers have common planning for ninety (90) minutes each day. Science and social studies teachers have their daily ninety-minute planning

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time within their department and across the same grade level. The above initiatives will remain intact as SRAC implements additional collaborative planning meetings to be administered by the School Improvement Consultant in an effort to promote increased student achievement throughout the building.

Describe the school's collaborative efforts, including the involvement of parents, the community and outside experts.

The staff of Southfield Regional Academic Campus believe that student success ties directly to a strong collaboration between school and home. Therefore, All SRAC parents/guardians are required to attend a family orientation at the beginning of each school year. The orientation provides the opportunity for open communication regarding school policies, practices and regulations. In addition, a "curriculum night" is hosted by the staff each year to provide parents/guardians the opportunity to visit their child's teachers, receive curriculum information and start to build that important connection between school and home. Parents/guardians are also invited to the school to attend workshops that teach them how to read transcripts, improve their child's test-taking ability, raise a psychologically fit and healthy child and other topics that not only invite them to participate in making their child a successful student but also teach them how to do so.

SRAC parents served on school committees and initiated school activities that involve students both during the day and after school. One parent developed an after school "Study Buddy" program. Field trips have been organized by parents for students. Our Parent-Teacher-Student-Association (PTSA) has been essential in providing feedback for planning future meetings and school events.

We have also established several partnerships with agencies that provide needed services for our families. Students and families receive services and at times, finances from agencies that accept our families by referral. In addition, we have had other organizations such as the Anti-Defamation League provide information to students.

SECTION III: PROPOSED ACTIVITIES

Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

SRAC will implement the following proposed activities using School Improvement Grant funding to address the Transformation intervention model required components as stipulated by the US Department of Ed:

Component 1- Develop & Increase school leader effectiveness

- Provide professional learning activities to professionally develop staff/building leaders in research-based, best instructional practice methodology including differentiated instruction, Understanding by Design, National Board certification Take One Process, vertical alignment, and Springboard training

Component 2- Comprehensive instructional reform strategies

- Hire a School Improvement Consultant to support the use of data to inform instruction and increase academic achievement
- Hire a Academic Support Facilitator to address individual student needs

Component 3- Increased Learning Time & Creating Community Oriented Schools

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- Implement research based reform strategies to support mechanism for increased student learning (i.e., Read 180, Literacy Arts Residency, Reaching Higher

Component 4- Providing Operational Flexibility and Sustained Support

- Hire a Grant Development & Evaluation Specialist to ensure the school receives ongoing technical assistance, program evaluation and procures additional financial resources for sustained programming after grant funding is no longer available.

Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities

- i. Discuss how the school will use data to develop and refine its improvement plan and the goals based on sub groups in need.***

SRAC's building administrators and staff will analyze and triangulate achievement data from standardized test (MME, ACT Explore and Terra Nova) and district level common assessments to determine overall student performance in content areas. This review will also help staff identify trends in particular grade levels and identified subgroups. This information will be used to refine all school improvement efforts and ultimately achievement goals for SRAC.

- ii. Describe how the school will collect, analyze, and share data with internal and external stakeholders. Include how the school will ensure each student's progress and analyze the results***

SRAC staff utilizes the district's Pearson & Inform data collection tools to warehouse, review and analyze specific sets of assessment data as a means of identifying areas of student weakness to make informed decisions about instructional planning and practice. Additionally, all core subject teachers make use of common assessments that are given on a district schedule and the results are communicated for use in instructional planning. Systems data constitute the basis of the work of the School Improvement Team and the A-Team, which will review academic and behavioral data with the student and parents in order to design appropriate interventions and strategies. Systems data form an important basis for planning and identifying student needs relative to staff professional development supports.

- iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name local or national assessments used to measure student progress at each grade level.***

Data is collected from the ACT, MME, MEAP, PLAN, district common assessments. The comparisons are used to design future professional development activities. The department chairpersons, as the representative voices of teachers in their departments, are often queried with respect to decisions about curriculum and instruction. Staff meetings frequently become a forum for the discussion and organized analysis of school data for the purpose of input relative to decisions that need to be made regarding any necessary changes in instruction to ensure student progress.

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- iv. *Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.*

The District is in the process of creating a Staff Development Plan aligned to the District Strategic Plan. The plan will include context which research supports as a critical element for ensuring meaningful professional development for teachers. Classroom-based professional development, teacher research groups and professional learning communities will be a standard professional learning activity at the District and building level.

SRAC will continue to provide monthly PD and staff meeting, weekly departmental meetings and A-Team meetings to evaluate and adjust in an ongoing continuum focused on student achievement. New to the PD process is a procedure where staff will submit a needs-analysis for areas of future non-mandated professional development. This submission will be reviewed by the School Improvement Team and the A-Team members for approval and support. The benefiting staff members will be required to train other staff members who do not attend the PD. Evaluations on the PD, the subsequent training and the implementation must be documented and submitted to the District Level School Improvement Consultant for effectiveness and record keeping purposes.

List the individuals and job titles of school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Title	First Name	Last Name	Position	Time Spent
Mr.	Marty	Bulger	Principal	100%
Mrs.	Sandra	LaPierre	Assistant Principal	50%
Mrs.	Michelle	Starks	Academic Support Facilitator	50%
To	Be	Determined	School Improvement Support Consultant (Building Level)	100%

Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

The following district level staff will ensure school improvement technical assistance and evaluation responsibilities are coordinated during the implementation of the Transformation reform model at SRAC:

- Lynda Wood, Associate Superintendent for Instruction (Technical Assistance & Training)
- Jolia Hill, Supervisor of State and Federal Programs (Program Implementation & Evaluation)
- TBD, Grant Development & Evaluation Specialist (Fund Development & Program Evaluation)